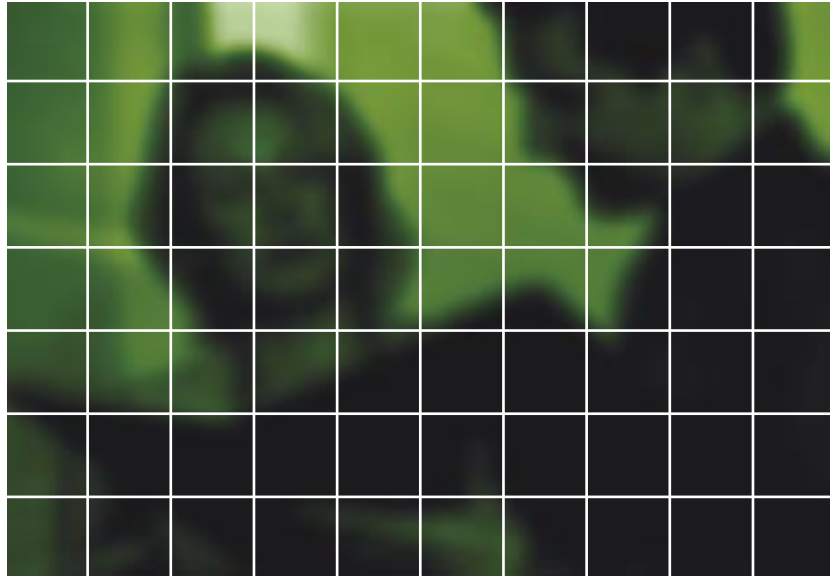
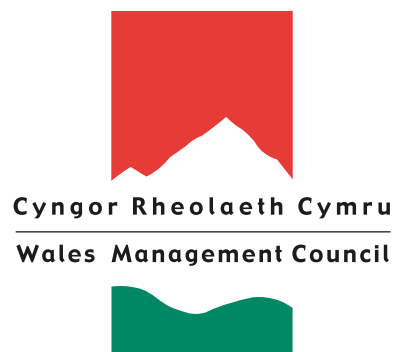


Mentoring has now become one of the essential tools in the development armoury. Its potential to stimulate learning in both parties to the relationship is well documented. That makes it one of the most effective human resource instruments available.

David Clutterbuck



Mentoring in Wales



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A Welsh version of this publication is available on our website.

The Wales Management Council is an employer-led body, funded by the Welsh Assembly Government to promote the development of managers in the private, public and voluntary sectors in Wales.

The Wales Management Council aims to inspire, motivate and drive change in the perception, delivery, take-up and funding of management and leadership development in Wales.

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

WALES MANAGEMENT COUNCIL

Mentoring in Wales

“The challenge is to develop a mentoring network that can offer any small business, not just start-ups, mentors with the specific skills and experience they need.”

Small Firms Enterprise Development Initiative (SFEDI)
Small Businesses Skills Assessment 2004

“Business-to-business mentoring schemes allow businesses to learn from good practice and the knowledge and experience of others. These schemes provide benefits to both sides and are highly valued by participants. The CBI believes examples of good practice could be usefully extended across the UK: at present there is too little focus on encouraging what works.”

Confederation of British Industry (CBI)
Human Resources Brief, April 2003



Cyngor Rheolaeth Cymru
Wales Management Council



FOREWORD

In May 2004 the Chartered Management Institute published *Developing Managers: A European Perspective*. This contained the results of a survey conducted by Birkbeck College, London of management training and development in the United Kingdom, France, Germany, Spain, Denmark, Norway and Romania.

There was unanimous agreement, from all seven countries, about the importance of mentoring and coaching:

“HR and line managers were in agreement about the top three methods for developing managers across all countries: internal skills training programmes were the most favoured methods across all countries, followed by external public courses, seminars and conferences; with mentoring/coaching in third place.”

Mentoring and coaching came in the top three most favoured methods, ahead of formal qualifications, in-company job rotation, e-learning, and external assignments, placements or secondments.

One of the key recommendations in the Small Firms Enterprise Development Initiative (SFEDI) *Small Businesses Skills Assessment 2004* was to

“Develop an extended business mentoring system”

In our report, published in 2003, *Management and Leadership Development and Training in Wales – An Agenda for Action*, we highlighted the importance of mentoring as one of the key development methods for managers and their staff, particularly in SMEs.

We believe that those involved in economic development and skills development should consider initiatives to increase the outreach and impact of mentoring programmes in Wales.

In the first three months of 2004 we convened a small group of experts to discuss these questions and make recommendations for the way forward.

This report is a summary of those discussions.

It is not a handbook or “how to do it” guide for mentors or their clients, but there are quotations throughout and references in the Bibliography that provide many pointers to vital and valuable literature of that kind.

It is a call for change, and a challenge to current thinking.

Mentoring is a low cost, high impact, investment in people and learning that can make a real difference to lives, businesses, and the economic success of Wales.

Our call is simple: more mentoring for more people.

Wales Management Council

October 2004

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The Wales Management Council would like to thank the following for their time, enthusiasm, and ideas, which have been captured in this report:

■ **Martin Brown** : Manager, WDA Mentoring

The WDA is sponsored by the Welsh Assembly Government and works for the people of Wales by helping new and established businesses become more competitive, and by creating greater opportunities for individuals living and working in lively communities. The WDA works in partnership with business, other public bodies and the voluntary and education sectors. Our customers are businesses in Wales, and those moving to Wales, individuals, and communities. WDA Mentoring support is specifically designed to assist business executives and senior managers in SMEs to expand their business and contribute to the long-term sustainability of SMEs in Wales.

■ **Sandra Evans**: Senior Training and Development Manager, The Patent Office

The Patent Office is part of the Department of Trade and Industry and helps stimulate innovation and raise the international competitiveness of British industry through intellectual property rights. These rights are patents, trade marks, designs and copyright. The Patent Office provides mentoring and coaching support for new patent examiners in their initial training period. Informal arrangements are also available for other staff.

■ **Jane Lewes** : The Learning Consultancy

The Learning Consultancy, based in mid-Wales, designs and delivers innovative and enjoyable work-based learning solutions for private, public and voluntary sectors throughout UK and mainland Europe. The Consultancy has recently been responsible for successfully steering senior managers in Islington Council's Housing Services Department through the OCR Certificate in Workplace Mentoring - the first time the qualification has been awarded. The highly participative and interactive programme has now been taken up by the Metropolitan Police.

■ **Helen Middle** : Head of People Strategy, FIRSTPLUS

FIRSTPLUS is a specialist consumer lender, offering two unique products: a secured loan of up to 25% more than the value of the customer's home, less their existing mortgage, and a payment protection plan, offering the customer total peace of mind and a money-back option. FIRSTPLUS is the first company ever to win the Wales Quality Award twice, and is the only company in Wales to be recognised by the CBI for 'World Class' People Practices. FIRSTPLUS currently employs 225 people at its Head Office in Pentwyn. FIRSTPLUS considers mentoring to be a key element of their talent management strategy, with mentors from within the organisation and the wider Barclays group supporting development of employees.

■ **Robin Morrison** : Church and Society Officer, Church in Wales

The Church and Society Officer for the Church in Wales works externally with national organisations, particularly those involved in economic, social and environmental wellbeing. Within the Church he is responsible for specialist staff in urban and rural areas of Wales who run projects and programmes which support communities, groups and individuals, particularly in disadvantaged areas. Robin Morrison is also Chair of the South Wales Institute of Directors Committee. He has been a hospital and university Chaplain, a Social Responsibility Officer, an Assistant Head of a Community School and a Parish Priest. As an industrial Chaplain across the Central South Coast of England he mentored senior staff in the private and public Sectors.

■ **Arwyn Reynolds** : Managing Consultant, Psychological Consultancy Services Ltd

PCS is a business psychology consultancy group with offices in London and Cowbridge. PCS' principal consultants are chartered psychologists who also have wide business and commercial experience. PCS has been one of the pioneers in the UK in offering tailored executive coaching programmes, and in the SME sector they specialise in helping senior managers to evaluate how they can enhance their personal contribution towards achieving business success. PCS works with SMEs as well as multi-national businesses, and has worked closely with a range of international managers, including executives from many European countries as well as Japan, USA and South Africa.

■ **Christopher Williams** : Deputy Director of Personnel – Organisational Development and Training, University of Wales College of Medicine, HESDA National Co-ordinator Wales

The University of Wales College of Medicine employs 1600 staff providing academic and service activities in the areas of Medicine, Dentistry, Nursing and Midwifery, the allied medical professions and postgraduate studies. It has an all Wales remit. UWCM became the first healthcare university in the UK to gain Investors in People status for the whole institution in March 2003. UWCM has implemented a leadership and management development framework in which mentoring and coaching for senior management team and members of the management board play a key part. UWCM merged with Cardiff University on August 1 2004. The new institution has over 5000 employees

■ **Chrissie Webber** : Founder and Director, Life-Shapers

Life-Shapers offers customised personal and corporate development programmes including behavioural competencies and frameworks, organisational change strategies, intuitive leadership and management programmes, mentoring and coaching, life balance and career development, self-development and confidence enhancement. Chrissie Webber has been at the forefront of piloting a mentoring supervision and c.p.d. group in Wales in association with the Oxford School of Coaching and Mentoring.

2. EXECUTIVE SUMMARY

Background

The Wales Management Council's report *Management and Leadership Development and Training in Wales – An Agenda for Action*, published in June 2003, highlights the importance of mentoring as one of the key development methods for managers, particularly those in small businesses.

One of the six strategic objectives in *Agenda for Action* is “to help managers identify their development needs” and top of the list of the key actions proposed to achieve this is to “set up, maintain, deliver and evaluate a national business-to-business, organisation-to-organisation, and individual-to-individual mentoring scheme.”

Subsequent reports from SFEDI and CBI have given further endorsement to the need to develop mentoring schemes in and for business.

In 2004 the Wales Management Council took these proposals forward by convening a Working Group to consider the current status and future development of mentoring in Wales.

The members of the Working Group, listed in the Acknowledgements on page 4, are people from the public, private and voluntary sector who are involved in setting up or running mentoring programmes in their own organisations, managing mentoring programmes on a Wales-wide basis, or providing mentoring services to individuals, businesses or organisations in Wales.

This report on the Working Group's discussions and recommendations is designed to stimulate an increase in the

- understanding of the meaning and the benefits of mentoring
- interest and participation in mentoring schemes
- number of mentoring schemes and mentors
- training of mentors
- co-ordination of existing mentoring schemes

all of which will have a significant impact on the quality of managers and staff, organisational success, and the economic development of Wales.

Definitions

The simplest definition is that mentoring is “help by one person to another in making significant transitions in knowledge, work, or thinking”, but longer definitions have key elements in common focusing on learning, confidentiality, trust, change, holistic approach, and personal relevance.

Importance

Mentoring is important in the business context to prepare potential high flyers for senior management and for direction, attract quality recruits, retain the best talent, improve equal opportunities performance, reinforce cultural change, release potential, and demonstrate new ways of working.

Mentors and Mentees

The key attributes of a mentor are that he or she must be able to establish and build rapport, listen actively, use a good understanding of the learning process, have a positive mental attitude, ask insightful questions, provide feedback, signpost to other sources of help, and promote commitment to action to achieve agreed goals.

To benefit from the mentoring relationship mentees should be motivated, pro-active, experimenting, open-minded, reflective, self-disciplined, enthusiastic, and communicative. If they are not, a mentor will need to challenge and support them to develop these characteristics or at least raise their awareness of the lost opportunities that may result.

Framework

All mentoring must be within a context set by a clear framework and agreement at the outset that covers the four Ps: procedural, professional, personal and psychological.

Pitfalls

The most common reasons for the failure of mentoring relationships and programmes are contextual, interpersonal, and procedural:

- the organisation is not sufficiently supportive or clear about why mentoring is important
- adverse reactions from third parties, or breakdown of trust and rapport between mentor and mentee
- being over- or under-managed.

Mentoring in Wales

Mentoring in Wales takes many forms:

- mentoring used as a key part of staff development in organisations large and small
- business advice networks in which mentoring plays a part
- publicly funded mentoring programmes
- private consultants offering mentoring support and training
- business to business mentoring relationships
- mentoring relationship between colleagues.

The challenges and opportunities are:

- recognise the importance of mentoring in all sectors
- provide greater support for public sector mentoring programmes
- co-ordinate and extend current provision
- provide more information about the techniques, ethics and boundaries of mentoring
- help advisors and consultants define their role as mentors more precisely
- give wider recognition that many people are already involved in mentoring
- promote mentoring as a strategic, high impact, cost-effective development route
- to clearly differentiate between mentoring, coaching, counselling, and advice.

Strategy

We believe that Wales should develop mentoring through a wide range of initiatives to:

- promote mentoring
- encourage internal mentoring programmes
- facilitate inter-company mentoring
- co-ordinate and extend existing provision
- train and accredit mentors
- develop supervisory structures
- develop mentor networks.

Unlike many other training and development programmes, mentoring is

- flexible
- focused entirely on client needs
- aims to achieve results the client defines
- is driven by the client.

This means that success (over time) is assured, results are immediately visible, and cost effectiveness can be assessed. As a result, businesses, particularly small businesses, quickly come to realise that mentoring really works.

Recommendations

To change the face of mentoring in Wales, the Group makes 15 recommendations relating to strategy, investment, networks, supervision, standards, professional development, professional bodies, endorsement, definitions, best practice, events, research, quality, marketing and training.

Results

The strategic and tactical recommendations will result in

- greater awareness of mentoring
- better linkage between providers
- clearer frameworks of best practice
- increased demand
- improve corporate development
- economic success

Appendices

The six appendices to this report provide valuable additional information on:

- Questions and observations the group addressed in their discussions
- Organisations that provide mentoring services and support in Wales
- Calculations for the number of mentors required and associated costs
- The European Mentoring and Coaching Council ethical code
- International Standards for Mentoring Programmes
- A bibliography of 30 books and 12 websites.

3. INTRODUCTION

a. Background

The Wales Management Council's report *Management and Leadership Development and Training in Wales – An Agenda for Action*, published in June 2003, highlights the importance of mentoring as one of the key development methods for managers, particularly those in small businesses.

This is not a new phenomenon. *Agenda for Action* cites reports and research over the last four years that have made this point.

In the Institute of Management (now Chartered Management Institute (CMI)) report *Achieving Management Excellence*, published in 2000, mentoring and coaching were cited by respondents as the top two informal training methods.

In 2001 the Council for Excellence in Management and Leadership (CEML) report *Management and Leadership Development – Building Future Supply* stated that

In small firms entrepreneurs or owner managers prefer informal learning such as mentoring, work shadowing and networking (to formal training).

In 2001 CEML asked a selection of SME managers and entrepreneurs how they developed their own managerial and leadership abilities. Mentorship came fifth in the managers list and first in the entrepreneurs list.

¹ The number of enterprises in the private sector and public corporations in Wales, 2001 (published by DTI, 2003)

Employees	Enterprises		Employment		Turnover	
	%	'000s	%	£million	%	
None	106,300	68.8	125	16.8	4,599	9.0
1-4	32,670	21.1	99	13.3	6,500	12.7
5-9	7,855	5.1	58	7.7	3,932	7.7
10-19	4,395	2.8	62	8.3	4,184	8.1
20-49	2,105	1.4	65	8.7	4,336	8.4
50-99	660	0.4	45	6.1	3,575	7.0
100-199	255	0.2	35	4.7	2,914	5.7
200-249	55	0.0	12	1.6	1,484	2.9
250-499	105	0.1	37	5.0	3,544	6.9
500+	95	0.1	209	27.9	16,288	31.7
TOTAL	154,495	100.0	748	100.0	51,354	

The key facts are

- 99% of all enterprises in Wales have less than 50 employees, and represent 55% of employment, and 46% of turnover.
- 98% of all enterprises in Wales have less than 20 employees, and represent 46% of employment, and 38% of turnover.
- 1% of enterprises in Wales have more than 50 employees, and represent 45% of employment, and 54% of turnover.

² See pages 51 - 57

The Institute of Management (now CMI) report *Leadership – the challenge for all?*, also published in 2001, contained an overview of the perceived effectiveness of various development methods. Mentoring came top of the list.

The Small Firms Enterprise Development Initiative (SFEDI) reports in the *Small Business Skills Assessment 2002* that

There is compelling evidence that informal learning, and particularly experiential learning, makes the most substantial contribution to the development of small business managers. The individual's own experience and reflection, observing others, drawing on others' experience and mentoring are the raw materials from which this learning is fashioned.

The SFEDI *Small Business Skills Assessment 2004* continues this emphasis

The Learning Solutions for Small Firms project identified a lack of mentoring provision, particularly for businesses beyond the start-up phase. Similar comments were made in small business discussion panels and during Learning Skills Development Agency research. This is not a matter of instruction but drawing upon experience to talk businesses through their problems and so help them identify and deal with them. It is therefore necessary to develop an extended business mentoring system.

This is likely to be extremely challenging. Our evidence suggests businesses would be looking for mentors with experience that matches their perceived problem. They may, for example, be required to have strong abilities in specific business areas, such as finance and marketing, as well as knowledge of the relevant industry.

Whilst some businesses may be prepared to purchase consultancy services, the notion of mentoring expresses the desire to relate expertise to the specific context and challenges facing a business. It conveys the sense of negotiating appropriate solutions rather than taking direct instructions or advice.

In April 2004 the CBI published a Human Resources Brief entitled *Informality Works: A new approach to training SMEs*, which states

While formal measures of management skills suggest that the UK lacks skilled managers, owner-managers rarely wish to use formal courses and prefer to learn from experience and real life examples, often learning from their peers. This type of learning – including mentoring and coaching – is very effective, as it is trusted, relevant, and flexible.

...Beacon company schemes (where owner-managers visit exemplar businesses) and business-to-business mentoring schemes allow businesses to learn from good practice and the knowledge and experience of others. These schemes provide benefits to both sides and are highly valued by participants. The CBI believes examples of good practice could be usefully extended across the UK: at present there is too little focus on encouraging what works.

...The government should take action in this area and support and promote informal forums, mentoring networks and Beacon schemes for owner managers through Business Links, local colleges and universities.

b. Agenda for Action

The *Agenda for Action* has sets out six strategic objectives to improve the quality, quantity and take-up of management and leadership development opportunities in Wales:

- Raise awareness, interest and commitment in all sectors
- Help managers identify their development needs
- Ensure managers can make an informed choice of the best development solutions
- Provide sources of public funding to implement the above
- Evaluate and monitor the take-up, outcomes and impact of this activity
- Review the strategy and action plan regularly to reflect changing business needs.

Top of the list of the key actions proposed to achieve the second objective, with key cross-over implications for the first and the third, is the following³

Set up, deliver, evaluate and maintain a national business-to-business, organisation-to-organisation, and individual-to-individual mentoring scheme.

c. Mentoring

*Agenda for Action*⁴ goes on to expand the argument as follows

... the supply-side is helpless if managers have not worked out, or are unable to describe, what they want. It is here that the supply of mentors is critical, and probably the greatest lack in Wales as a whole.

Definitions of 'mentor' vary, and are more often defined by what they are not, than what they are. The Oxford dictionary defines a mentor as "an experienced and trusted adviser", and Collins "a wise or trusted adviser or guide." Experience, wisdom and trust are the key attributes, and trust comes from understanding, empathy, and positive personal chemistry.

Mentors cannot be imposed, they have to be chosen.

The mentor does not tell you what to do, neither does he do it for you. He or she helps you to understand what you ought to do, and what you can do, and gives you the courage and support to take the next step. And in training and development terms the mentor helps you – without judgement or criticism – identify managerial weaknesses and ways in which they can be strengthened.

Most managers have a mentor in a friend or close colleague from outside their organisation, but most would be reluctant to use them in this way other than occasionally and informally. To make a real difference to managers and leaders across Wales, we need to plan a nation-wide mentor programme, both from business to business (a manager in a larger business mentors a manager or managers in a smaller), and from individuals to individuals.

Mentors will help managers identify their needs, articulate their demands, and be a significant force for change in what providers have to offer.

There has been broad support for the proposals in *Agenda for Action*, but little activity to date to implement the recommendations in general, and those relating to mentoring in particular.

³ See page 18

⁴ See page 72

d. Working Group

Early in 2004 Wales Management Council took these ideas forward by convening a Working Group to consider the current status and future development of mentoring in Wales.

The members of the Working Group are set out in the Acknowledgements on page 4. They are a cross-section of people from the public, private and voluntary sector who are involved in setting up or running mentoring programmes in their own organisations, managing mentoring programmes on a Wales-wide basis, or providing mentoring services to individuals, businesses or organisations in Wales.

The aims and objectives of the Group were as follows:

- To consider the meaning, relevance, take-up and impact of mentoring in the Welsh context.
- To determine the standards and ethics required for best practice in mentoring in Wales.
- To identify (through secondary research) who is providing mentoring services across Wales and assess the quality of that provision.
- To prepare draft proposals for a major development in mentoring provision across Wales.
- To publish a report on the Working Group's deliberations, including guidelines on being and using a mentor, with a particular focus on SMEs.

This is the Working Group's report which we hope will stimulate action to increase

- interest in mentoring
- number of mentoring schemes
- participation in mentoring schemes
- number of mentors
- training of mentors
- co-ordination of existing mentoring schemes

which will have a significant impact on the quality of managers and staff, business and organisational success, and the economic development of Wales.

4. DEFINITIONS

What is mentoring?

IN 1995 David Clutterbuck and David Megginson, two of the UK's leading experts in this field defined mentoring as follows:

Off-line help by one person to another in making significant transitions in knowledge, work or thinking.

This has become one of the standard definitions, and in this context "off-line" means that the help lies outside the normal manager-staff relationship.

David Clutterbuck describes the process in this way

Mentoring supports a process that is about enabling, supporting, sometimes triggering, major change in people's life and work. As such it is about developing the whole person, rather than training in particular skills.

The Work Foundation in *Managing Best Practice - Mentoring* expands on this with details of how the process works

Mentoring is a confidential, one to one relationship in which an individual uses a more experienced, usually more senior person, as a sounding board and for guidance. Their meetings are intermittent and may be spread over several months if not years. It is a protected, non-judgemental relationship which facilitates a wide range of learning, experimentation and development.

Many people question whether mentoring and coaching are the same thing. The Oxford School of Coaching and Mentoring's response is as follows

Both coaching and mentoring are basically conversations where you talk and I listen and ask questions, and we both learn. Listening closely is fundamental to the coach-mentoring process – without it, you simply won't know what the next appropriate questions should be. The terms coaching and mentoring are used interchangeably to describe these conversations. What is important is that you choose a description that is most appropriate to your own context.

A few years ago TEC South East Wales in their manual *Team Leader Development -Coaching Skills* defined coaching with words that could equally apply to mentoring

Coaching is a flexible question-led interactive process which represents a journey of exploration to identify ways of enhancing individual performance and stimulating development.

The Wales Council for Voluntary Action's book *The Magic of Mentoring* describes coaching or mentoring at work as:

- A one-to-one relationship, entered into voluntarily and operating for an agreed length of time in conditions of mutual respect, confidentiality and trust
- A learning partnership between two individuals
- A relationship rather than an activity

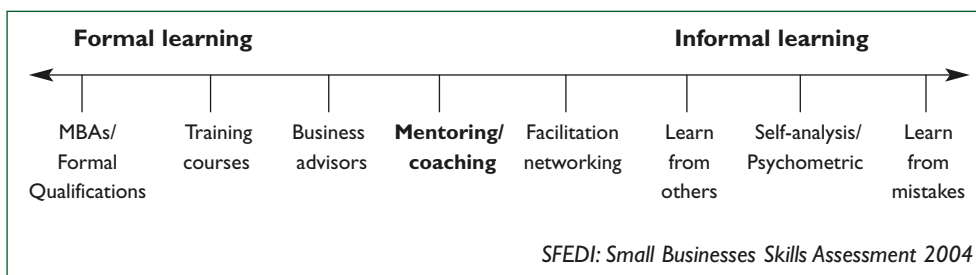
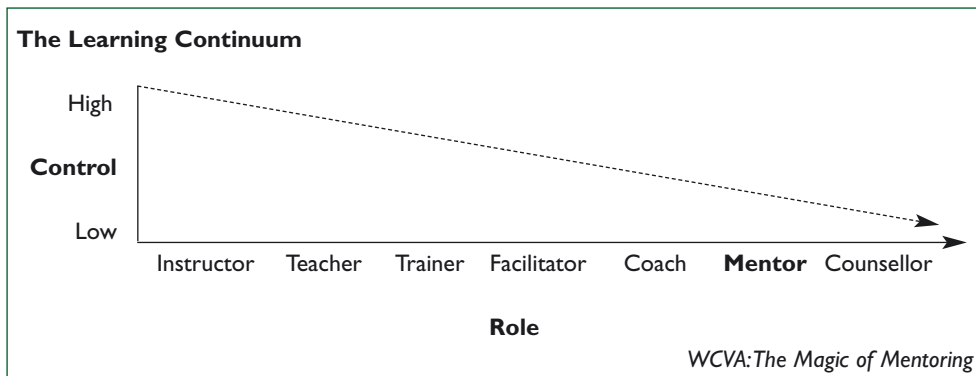
From the Welsh Development Agency's perspective

The mentor's role is to be an experienced and trusted advisor who, rather than be prescriptive, is there to encourage and support the management team to seek out and rigorously challenge the strategic options open to the business. Mentors act as a "sounding board" for new ideas and are able to provide positive feedback and help to avoid possible pitfalls....As distinct from traditional consulting, mentoring is more holistic, seeking always to keep the broad picture in view.

The words that link all these definitions and begin to provide a framework for thinking about the process of mentoring are:

- Learning
- Confidentiality
- Trust
- Change
- Holistic
- Personal.

Mentoring is a strategic, high impact, extremely cost-effective development route, with a key place within the "learning continuum"



5. IMPORTANCE

Why is mentoring important?

We need to look no further than the following answer from David Clutterbuck in an article entitled *Why the growth in mentoring?*

Mentoring is one of the fastest growing approaches to developing talent in organisations. The reasons are many, but the most important are that it

- is a very powerful means of helping people make significant personal transitions
- reinforces self-development and career self-management
- addresses current issues for the individual learner
- develops two for the price of one.

Organisations of all kinds are using mentoring to deliver a wide variety of business benefits. Among them to

- *Prepare potential high flyers for senior management and for direction*

These major transitions demand substantial personal change in thinking and behaviour.

- *Attract quality recruits*

A mentoring programme demonstrates the organisation's commitment to the future of the individual it hires

- *Retain the best talent*

Because people feel personally valued by the organisation

- *Improve equal opportunities performance*

There is strong evidence that women and people from racial minorities who have successful mentoring relationships both stay with the organisation longer and progress into management more easily.

- *Reinforce cultural change*

Mentoring helps people understand the behaviours and attitudes the organisation wants from them.

- *Release potential*

The encouragement of a mentor helps people set and strive for more ambitious yet realistic goals.

- *Demonstrate new ways of working*

Because mentoring reinforces lateral communication, networking and self-development.

6. MENTORS AND MENTEES

What are the attributes of a good mentor?

1. The ability to nurture (“grow”) others by providing an environment conducive to learning and development.
2. Strong interpersonal skills and a liking to interact with others, communicating clearly, being assertive and having empathy.
3. Knowledge of the organisation, with access to, and understanding of, its vision and goals, knowing where it is going and why.
4. Leadership which is capable of inspiring others, able to set goals, plan, evaluate progress and provide feedback; personal integrity which inspires trust.
5. Competence with knowledge and understanding of the skills which others need to develop in areas needed by the organisation.
6. Personal power, with sufficient status and influence to get things done; a positive role model, held in high esteem by others; emotionally intelligent.
7. Team spirit, willingness to share information and give recognition to others.

WCVA: The Magic of Mentoring

So if you are starting out on the mentoring process, what attributes should you look for in your mentor?

The mentor must

- establish and build a rapport
- listen actively
- have a positive mental attitude
- ask insightful questions
- provide feedback
- signpost to other sources of help
- promote commitment to action to achieve agreed goals.

But this is a two-way process.

What are the key qualities that you as a mentee need to demonstrate to make the mentoring relationship work?

1. High level of motivation, wanting to set goals and plan and implement strategies to achieve them.
2. Proactive, seeking challenging tasks, with a willingness to act on their own initiative.
3. Risk-taking, willing to try out new ways of doing things, looking for options and solutions to problems.
4. Open-minded, with ability to confront different perspectives, listen to a different point of view and willing to learn from others.
5. Reflective, making time and space to review their experience, their values, skills and identify development needs.
6. Self-disciplined, following through on action plans and keeping to the agreed ways of working through the process.
7. Enthusiastic and positive, prepared to exert themselves, looking for opportunities and not passive in challenging circumstances.
8. Communicative, willing to share information and feelings, and to discuss issues candidly, within the spirit of confidentiality and respect.

WCVA: The Magic of Mentoring

7. FRAMEWORK

The boundaries of any mentoring relationship must be agreed at the outset:

- between the mentor and the mentee
- with the mentee's line manager
- within the aims and objectives of the organisation.

The process is holistic, so there is always a danger that boundaries may be overstepped. If this happens the mentor must be prepared to withdraw from the relationship (and the mentee accept this) and signpost to other forms of support.

There must be a clear framework and agreement at the outset that covers the four Ps:

- procedural
- professional
- personal
- psychological

- *Procedural*

Where?

When?

How frequently?

How long?

- *Professional*

What specific aspect are we going to work on?

What does the learner want to achieve?

How does that sound to the mentor?

How are we going to work together?

- *Personal*

How are we going to celebrate success?

How will we deal with any setbacks or disappointments?

- *Psychological*

How open, effective and trusting is the relationship between us?

Are there any particular or special issues we need to deal with?

Julie Hay: Transformational Mentoring

8. PITFALLS

Mentoring relationships often fail because issues relating to boundaries and procedure are not given sufficient attention.

Some of the pitfalls are highlighted in the following extracts from an article by David Clutterbuck, focusing on mentoring programmes in larger organisations:

Although mentoring is one of the most powerful – possibly the most powerful development technique – it often fails either at the relationship level or the scheme level. The reasons are several but divide into three main headings:

- *Contextual* – the organisation is not sufficiently supportive or clear about why mentoring is important
- *Interpersonal* – adverse reactions from third parties, or breakdown of trust and rapport between mentor and mentee
- *Procedural* – being over- or under-managed.

Purpose

Investment up front is needed to ensure that all participants and influencers understand the nature and benefits – both to the business and individuals – it is intended to bring.

Audiences

An essential element in introducing a (mentoring) scheme is to consult and involve the target audience. Many schemes have radically altered in structure and approach as a result of feedback from the intended beneficiaries.

Key processes

Selection of mentees is relatively easy, but it is important that they take part willingly – commitment to the relationship is important to success.

Selection of mentors depends on a number of factors including appropriate gap in experience/hierarchy, geographical considerations, and the specific competencies needed.

Matching needs, wherever possible, to involve an element of choice, to ensure commitment on both sides.

Training is essential.

Leadership

Programmes that deliver the goods have visible support from the top.

Resourcing and continued support

Mentors and mentees require support materials to refer to after their trainingAnd someone to whom they can refer queries.

Measurement

Measurement and review are essential to help mentors and mentees cement their relationships, to troubleshoot the scheme and to demonstrate that the scheme is delivering results.

Training Zone: Designing and sustaining a successful mentoring programme, 2 July 2003

9. MENTORING IN WALES

Mentoring in Wales takes many forms

- Organisations in which mentoring has been a key part of staff development for some time
- Business advice networks in which mentoring plays a part
- Publicly funded mentoring programmes
- Private consultants offering mentoring support and training
- Business to business mentoring relationships, whether they are so described or not
- Mentoring relationship between colleagues.

In September 2004 the WDA published *Cyfenter Research Report: Mentor Support and Guidance* based on research carried out by Menter a Busnes

To gather and interpret information about the use of mentoring to support those starting and developing businesses, to identify key issues and gaps and to suggest directions for future action.

This report focuses on business mentoring which is defined as follows

In industry the term usually refers to an organisation's use of experienced staff to support the development of new or less experienced employees.

Within the field of business start-up and development support, mentoring is used to describe a role in which someone with business experience works alongside individuals or groups to share that experience and any related wisdom.

The role can be carried out either through a specified mentoring scheme or as an integral part of a more general package of inter-personal business advisory functions.

The dividing line between the roles of business advisor, counsellor, coach, facilitator, mentor and many other variations can be blurred – both in the eyes of the users and providers of such services.

Consequently, to avoid the danger that much good practice may be missed simply because it is not labelled explicitly as “business mentoring” we have sought to identify the key characteristics of this practice rather than try to define it precisely and exclusively.

The key features of mentoring generally would appear to:

- Be built around a long-term relationship, a supportive and learning relationship, and even a mutual relationship
- Meet a development need, often in a period of change
- Empower, help to learn and facilitate personal growth
- Require a considerable level of empathy and the ability to listen and act as a sounding board
- Be capable of sharing experience.

The WDA report identifies 20 organisations in Wales that provide mentoring services as part of their portfolio, with summaries of their activities. These organisations are listed in Appendix 2, together with 13 others identified from other sources, all with their website addresses for further information.

This list in Appendix 2 is not definitive, and further enquiries need to be made of each organisation as to the extent and nature of the mentoring they provide.

The presence of mentoring within the activities of such a wide range of organisations is significant in itself, but the blurring of boundaries between the roles of mentor, advisor, trainer and counsellor is very apparent.

This is reflected in one of the recommendations from the WDA's report:

The valuable assistance that mentoring can clearly give to people during periods of considerable change, such as starting or growing a business, suggests that it should be regarded as an essential ingredient within all business support packages.

Therefore those involved in providing business support need to be aware of the key characteristics of mentoring.

They should have a clear understanding of how and when mentoring will be useful; how it differs from all levels of advice and information and how it links in with the function of account manager and other roles within support organisations.

There is a great danger in labelling and selling business mentoring as a separate 'product' – yet another initiative to sell to SMEs. It should instead be integrated within the range of support available to those setting up and developing businesses.

We hope that this report will aid the understanding of the key characteristics and benefits of mentoring.

Respondents to the WDA survey gave strong endorsements as to the value of mentoring

All participants were extremely positive about the value of business mentoring, describing the service as "invaluable", "fantastic" and "excellent."

Some hailed business mentoring as one of the most important aspects of business support and others stressed the valuable and vital role of the business mentor.

The principal hopes for the future from respondents, which our own group would whole-heartedly support, were

- More mentors and more capacity for mentoring
- Continuing client focus, with less bureaucracy, more flexibility, and greater choice of location
- More mentor training

The WDA report identifies a number of areas for further exploitation, which are closely aligned to the recommendations of our own group:

● Mentoring within business support

There is a clear need to develop an agreement and understanding of where mentoring activities and roles fit within

- all business support organisations (national organisations and delivery organisations of all kinds)
- the services delivered, including the different phases of the business life cycle.

In addition there is a need to plan and deliver a range of activities to maximise the benefits of integrated mentoring, for example enhance mentor training.

● Developing mentoring capacity

In order to enhance the effectiveness of mentoring by more successful matching, it is proposed that specific processes are developed to:

- attract and develop more mentors covering a range of business sectors and personal backgrounds...
- develop the mentoring capacity of existing business support staff in public, private and third sector economic organisations.

These processes will need to be creative to ensure the reality and image of the 'business mentor' is changed dramatically.

● Developing case studies

The best way to build appreciation of the value added by mentoring is through examples. It is recommended therefore that a continuous process is established to create in-depth case studies of business mentoring in various types of business and at different stages of development. These studies should be produced in a user-friendly format, and utilised within the broader context of training and development in business support.

We believe the challenges and opportunities in Wales are to:

- recognise the importance of mentoring in all sectors
- provide greater support for public sector mentoring programmes
- co-ordinate and extend current provision
- provide more information about the techniques, ethics and boundaries of mentoring
- help advisors and consultants define their role as mentors more precisely
- give wider recognition of those already involved in mentoring.
- promote mentoring as a strategic, high impact, cost-effective development route.

10. STRATEGY

We believe that Wales should develop mentoring through a wide range of initiatives:

- ***Promote mentoring***

Explain and demonstrate, through Welsh case studies, the value and impact of mentoring in a wide variety of contexts.

- ***Encourage internal mentoring programmes***

Provide practical guidance, information, case-studies, and resource material, to help companies set up internal mentoring programmes.

- ***Facilitate inter-company mentoring***

Research and encourage the extent to which larger companies and organisations will provide mentoring support for those smaller than themselves in their supply chain or stakeholder network.

- ***Co-ordinate existing provision***

There is little apparent connection between the organisations that provide mentoring support in Wales. Strengthening this would achieve economies of scale in administration, marketing, training and supervision.

- ***Extend existing provision***

Build capacity by recruiting new mentors so that existing providers are able to cope with the increased demand that will arise as a result of promotion and marketing.

- ***Train mentors***

This is a key element of capacity building, and a vital ingredient to ensure that existing mentors have the appropriate skills.

- ***Develop supervisory structures***

Research clearly demonstrates the need for well-established structures for supervision to ensure that all mentoring is of a high quality, fit for purpose, and meets agreed ethical standards

- ***Develop mentor networks***

Mentors themselves need support networks to explore problem issues, and refine their skills within a strong community.

As is always the case, engaging the attention of small businesses is the key problem, but there is clear research evidence that, unlike many other training and development programmes, the very fact that mentoring by definition is

- flexible
- focused entirely on client needs
- aims to achieved the results the client defines
- driven by the client

means that

- success (over time) is assured
- results are immediately visible
- cost effectiveness can be assessed.

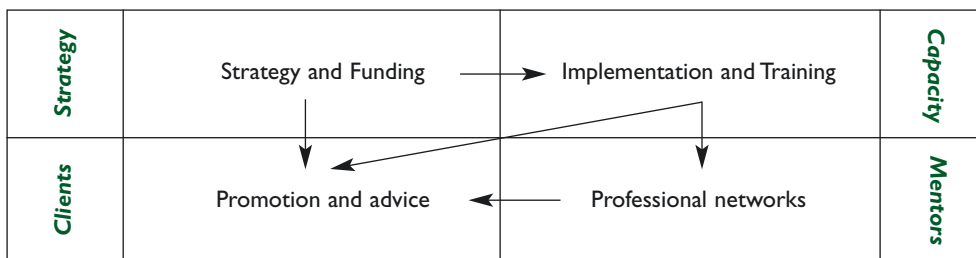
As a result, small businesses quickly come to realise that mentoring may not be “magic” but really works.

Many would argue that “mentoring for all”, or at least “the opportunity of mentoring for all” should be the strategic objective. But the logistics and finance that would be required make this unachievable if all funding is to come from the public sector.

Appendix 3 provides details of ways in which to calculate the cost of providing mentors.

However, investment in a broad programme to promote, encourage, facilitate, co-ordinate, extend, train and develop mentoring programmes and networks in Wales is not only realistic but an essential element in our over all economic development strategy.

In summary, we are looking at a strategic matrix that links funding, training and capacity building, promotion to potential clients, and the building of professional networks:



II. RECOMMENDATIONS

The Wales Management Council's Working Group asked the question:

"If we wanted to change the face of mentoring in Wales, what do we think should happen?"

The group made 15 recommendations:

1. Strategy

Define and implement the strategy (see Section 10) to develop mentoring in Wales.

2. Investment

Encourage National Council-ELWa, WDA, Welsh Assembly Government, and private sector organisations to invest more in mentoring.

3. Networks

Establish networking groups for mentors.

4. Supervisors

Establish a valid and reliable supervision and accreditation process for mentors.

5. Standards

Encourage the widespread adoption of the European Mentoring and Coaching Council (EMCC) Ethical Code (see Appendix 4) and International Standards for Mentoring Programmes (see Appendix 5).

6. Professional Development

Establish continuous professional development programmes for mentors.

7. Professional Bodies

Encourage professional bodies such as EMCC and Oxford School of Mentoring and Coaching (OSMC) to become more involved in Wales.

8. Endorsement

Obtain endorsement from professional training bodies that mentoring is a very effective and worthwhile strategy for learning across a range of contexts.

9. Definitions

Publicise the definitions and differences between coach/mentor/advisor/counsellor to ensure clarity of purpose, methodology and outcomes.

10. Best practice

Research and report on mentoring activity within companies and organisations across Wales.

11. Events

Organise a regular series of promotion and training events sponsored at the highest level to initiate new strategy and investment from key agencies.

12. Research

Research the quantity and quality of mentoring programmes across Wales, to increase both and to evaluate the current position as base data for monitoring future growth.

13. Quality

Secure quality by establishing a nationally recognised framework against which mentors can check their own quality and recruit others.

14. Marketing

Create demand through a marketing campaign based on exemplar case studies, arguing and demonstrating the benefits of mentoring for the mentor, the client and the organisation, in comparison to or as a complement to other forms of training.

15. Training

Give very serious and urgent consideration to the training and assessment of mentors, using the services of organisations (from outside Wales if necessary) who are already doing this successfully.

12. RESULTS

The strategy and recommendations will create:

● Awareness

Make more people aware of what they should be looking for in terms of the quality of mentoring and coaching provision in Wales.

● Linkage

Create better linkage and networking between existing providers, and an increase in quality and quantity

● Framework

Provide a clear, easily communicable, relevant framework of how mentors promote learning for groups and individuals

● Demand

Create a genuine demand for mentoring based on improved understanding of what mentoring and coaching can deliver.

● Economic success

Contribute to organisational and corporate success in Wales, so that in ten years' time as a nation we will have moved further towards the top of the GEM index of entrepreneurial activity and attitudes.

APPENDIX I

Questions and observations discussed by the Working Group

The Working Group started their discussions by identifying a number of key questions that needed discussion, research, or wider debate, and made a number of initial observations about mentoring in Wales. Some of these questions and observations have been addressed in this report, others require further discussion by all those interested and involved in mentoring in Wales.

Questions

- Definitions* What is mentoring?
- Mentoring and coaching* Are mentoring and coaching separate or related activities?
- Standards and ethics* What standards and ethics apply to all mentors?
- Funding* Who is providing or funding mentoring in Wales?
- Provision* How does the provision work in Wales?
- Training* Who is providing training for mentors in Wales?
- Quality* Who is assessing the quality of mentoring in Wales?
- Supervision* Is supervision necessary for mentors?
- Promotion* How should we promote mentoring?
- Informal mentoring* Is “my mate is my mentor” a valid concept?
- Recruitment* How could or should we recruit more mentors?
- for mentors* What is the key advice for aspiring mentors?
- Advice for mentees* What is the key advice for those looking for a mentor?
- Making mentoring work* How do you ensure that a mentoring relationship works?

Observations

- Purpose* “The purpose of mentoring in a business context is organisational success.”
- Learning* “The nature of mentoring and its place in the learning process are not understood.”
- Mentoring scheme* “We need a well-financed and well-supported all-Wales mentoring scheme to help organisations move out of their silos.”
- Mentoring in Wales* “Mentoring provision in Wales is patchy, frail and not well understood.”
- Growth* “Mentoring encourages personal growth.”
- Relationship* “Mentoring is all about relationship and rapport, which is different from giving advice.”

- ❑ *Support* “Mentoring is non-judgemental support.”
- ❑ *Challenge* “Mentoring challenges people to grow.”
- ❑ *Context* “The context sets the boundaries between mentor and mentee.”
- ❑ *Questions* “We must help mentors and mentees ask the right questions of each other.”
- ❑ *Prescription* “Mentoring must be flexible and non-prescriptive, but there are some givens that need to be defined.”
- ❑ *Trust* “Trust is the essential ingredient. Who do you trust enough to open your heart to?”
- ❑ *Choice* “The responsibility for choosing a mentor lies with the mentee, not the other way round.”
- ❑ *Mentors* “It is often difficult to find the right people to provide mentoring when a need has been identified.”
- ❑ *Good practice* “We need more examples of good practice.”
- ❑ *Co-operation* “We need to generate a new sense of co-operation, with joined- up, cross-agency, thinking.”
- ❑ *Finding help* “SME managers do not know where to go for help.”
- ❑ *Internal mentoring* “Mentoring within organisations is not widely known or recognised.”
- ❑ *Practical proposals* “Ambitious rhetoric needs to be balanced by practical proposals.”
- ❑ *Mentoring network* “The mentoring network includes individuals, businesses, organisations, and communities. We need to make stronger links between all of these.”
- ❑ *Joining up* “Join together what already exists rather than try to create something new.”
- ❑ *Framework* “We need a framework for mentoring as a benchmark for those starting out as mentors and mentees.”
- ❑ *Mentor or buddy* “Let’s not confuse short-term “buddy” support for new staff, with the long term role of a mentor.”
- ❑ *Cost* “Mentoring does not have to be costly.”
- ❑ *Brokerage* “We need a brokerage system to bring mentors and mentees together.”
- ❑ *Change* “Mentoring enables change to occur. Mentoring moves a person from a point where they don’t understand something, to a point where they do.”
- ❑ *Strategy* “The strategic activity in Wales should be to educate, clarify, define and promote and link up mentoring, and to ensure that the leading agencies work within a best practice framework to ensure buy-in.”

APPENDIX 2

Organisations providing mentoring services in Wales

This is not a comprehensive list of all organisations providing mentoring services in Wales.

Please use the websites to establish the nature of the mentoring services each organisation offers.

Antur Dwyrdd Llyn	www.anturdwyrdd.co.uk
Antur Teifi	www.anturteifi.org.uk
Aspire Programme	www.aspirewales.com
Business Enterprise Wales	www.businessenterprisewales.co.uk
Business in Focus	www.businessinfocus.co.uk
Business in the Community	www.bitc.org.uk
Business Review Service	www.wda.co.uk
Careers Wales	www.careerswales.com
Carmarthenshire Enterprises	www.carmarthenshire-enterprises.org.uk
Conwy Enterprise Agency	www.conwyenterprise.co.uk
Cultural Enterprise	www.cultural-enteprise.com
Design Support for Businesses	www.designwales.org
Entrepreneur Action	www.entrepreneuraction.co.uk
Export Assist	www.export-assist.com
Finance Wales – Xenos	www.financewales.co.uk
Fit to Win – Source Wales	www.wda.co.uk
Graduating to Enterprise	www.g2e.co.uk
ICT Mentor Programme	www.walesmr.com
National Council – ELWa	www.elwa.ac.uk
Newport and Gwent Enterprise	www.centreforbusiness.co.uk
Opportunity Wales	www.opportunitywales.co.uk
Pembrokeshire Business Initiative	www.pbi.org.uk
Potentia – Prince's Trust Cymru	www.potentiacymru.com
Potentia – Ethnic Business Support Programme	www.ebsp.ltd.co.uk
SMART Cymru	www.wda.co.uk
Technium	www.wda.co.uk
Venture Wales	www.venturewales.com
Voluntary Arts Wales	www.vaw.org.uk
Wales Council for Voluntary Action	www.wcva.org.uk
Wales Spinout Programme	www.spinoutwales.co.uk
WDA – General Business Advisory Service	www.wda.org.uk
WDA Mentoring	www.wda.co.uk
Winning Business Scheme	www.wda.co.uk

APPENDIX 3

Calculations for mentoring provision

How many mentors should there be in Wales?

A simple formula brings all the key elements together to calculate this:

$$M = \frac{B \times F}{D \times S}$$

M	=	mentors - number of mentors required
B	=	businesses - number of businesses to be mentored
F	=	frequency - how many times per year will mentoring take place
D	=	days - days per year provided by the mentors
S	=	sessions - mentoring sessions per day

If the ideal was to provide an opportunity for one manager in every business in Wales to have access to mentoring support 4 times per year for a maximum of 2 hours, and each mentor worked for 20 days per month for 10 months each year, and could handle 2 mentoring sessions per day, the calculation would be as follows

$$M = \frac{155,000 \times 4}{200 \times 2} = \frac{620,000}{400} = 1550 \text{ mentors required}$$

In this example, each mentor would have 100 managers on his or her client list.

Halve the number of businesses, but double the frequency of visits or the number of managers, and halve the number of sessions and the number of working days per month per mentor, and the calculation looks like this

$$M = \frac{77,500 \times 8}{100 \times 1} = \frac{620,000}{100} = 6,200 \text{ mentors required}$$

In this example, each mentor would have 12 – 13 companies on his or her client list, with one or two client managers in each.

In both examples the number of training days per year for each mentor will reduce the days available for client contact.

Annual costs of a publicly-funded national or regional programme can quickly be calculated by multiplying the number of mentors, by the number of days per year each provides, by the fee per day, less the percentage of the total cost paid by the client, plus a mark-up for administration costs.

If 50 mentors provide 50 days (approximately one per week) each at £300 per day, with a 50% client contribution, plus 10% of net costs for administration, total costs would be £412,500 per year.

If each mentor met two managers per day, and each manager had six meetings per year, each mentor would work with 16 – 17 clients in any one year. Across the whole programme 50 mentors would work with some 800 - 850 clients, at an annual investment of around £500 by the client, and £500 per business by those providing the service.

If the client managers met the full cost of the programme, with no increase in administration costs, the annual investment for each would be £1000.

£1000 per year for dedicated, one-to-one, mentoring support is good value and a good investment.

APPENDIX 4

European Mentoring and Coaching Council: Ethical Code

Introduction

The European Mentoring and Coaching Council (EMCC) has been established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship, whatever form that might take, so that the coach/mentoring environment provides the greatest opportunity for learning and development.

Purpose

This Ethical Code sets out what the clients and sponsors can expect from the coach/mentor in either coaching/mentoring, training or supervisory relationship and should form the starting point for any contract agreed.

Terminology

The term “coach/mentoring” is used to describe all types of coaching or mentoring that may take place, both in the work environment and outside. The EMCC recognise that there will be many types of coach/mentoring taking place and these will need to be defined when more detailed standards are produced.

The term “client” denotes anyone using the services of a coach/mentor. We believe the term “client” is interchangeable with any other term that the parties to the coach/mentoring relationship might be comfortable with, such as “colleague”, “learner”, “partner”, “coachee”, or “mentee”.

It is recognised that there are circumstances where the coach/mentor may have two “clients”, the individual being coached and the organisation who may have commissioned the coach/mentoring. In this Code we have used the term “sponsor” to differentiate the latter.

The terms “supervision” and “supervisor” describe the process by which the work of the coach/mentor is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

The Code

The coach/mentor will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities.

It is the primary responsibility of the coach/mentor to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor.

The coach/mentor is committed to functioning from a position of dignity, autonomy and personal responsibility.

The EMCC Ethical Code covers the following:

- Competence
- Context
- Boundary Management
- Integrity
- Professionalism.

1. Competence

The coach/mentor will:

- a. Ensure that their level of experience and knowledge is sufficient to meet the needs of the client.
- b. Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.
- c. Develop and then enhance their level of competence by participating in relevant training and appropriate continuing professional development activities.
- d. Maintain a relationship with a suitably qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code. What constitutes a “suitably qualified” supervisor is defined in the EMCC’s standards document.

2. Context

The coach/mentor will

- a. Understand and ensure that the coach/mentoring relationship reflects the context within which the coach/mentoring is taking place.
- b. Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- c. Seek to create an environment in which client, coach/mentor and sponsor are focused on and have the opportunity for learning.

3. Boundary Management

The coach/mentor will

- a. At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.
- b. Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

4. Integrity

The coach/mentor will

- a. Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship.
- b. Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.
- c. Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

5. Professionalism

The coach/mentor will

- a. Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship.
- b. Not exploit the client in any manner, including, but not limited to, financial, sexual, or those matters within the professional relationship. The coach/mentor will ensure that the duration of the coach/mentoring contract is only as long as is necessary for the client/sponsor.
- c. Understand that professional responsibilities continue beyond the termination of the coach/mentoring relationship. These include the following:
 - maintenance of agreed confidentiality of all information relating to clients and sponsors
 - avoidance of any exploitation of the former relationship
 - provision of any follow-up which has been agreed to
 - safe and secure maintenance of all related records and data.
- d. Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.
- e. Never represent the work and views of others as their own.
- f. Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.

For more information, contact

European Mentoring and Coaching Council
Sherwood House
7 Oxhey Road
Watford
WD19 4QF

Tel: 07000 234683

e-mail: info@emccouncil.org.

APPENDIX 5

International Standards for Mentoring Programmes

International Standards for Mentoring Programmes in Employment (ISMPE) have been developed by Clutterbuck Associates to fill a gap in the evaluation of mentoring programmes, with particular emphasis on programmes in adult employment and development.

Six core standards have been identified:

1. Clarity of purpose
2. Stakeholder training and briefing
3. Processes for selection and matching
4. Processes for measurement and review
5. Maintains high standards of ethics
6. Administration and support.

These standards have been used by the Audit Commission and the Local Government Employers Group.

Further information and copies of the Standards can be obtained from

Clutterbuck Associates
Burnham House Lodge
93a High Street
Burnham
Bucks
SL1 7JZ

Tel: 01628 661667

Fax: 01628 604882

E-mail: info@clutterbuckassociates.co.uk

Website: www.clutterbuckassociates.com

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Team Leader Development – Coaching Skills, Psychology Consultancy Services for TEC SE Wales
Transformational Mentoring, Julie Hay, McGraw Hill

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www.emccouncil.org.uk
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